



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 10111157  
SAU: Bangor School Department  
School: Fruit Street School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 3

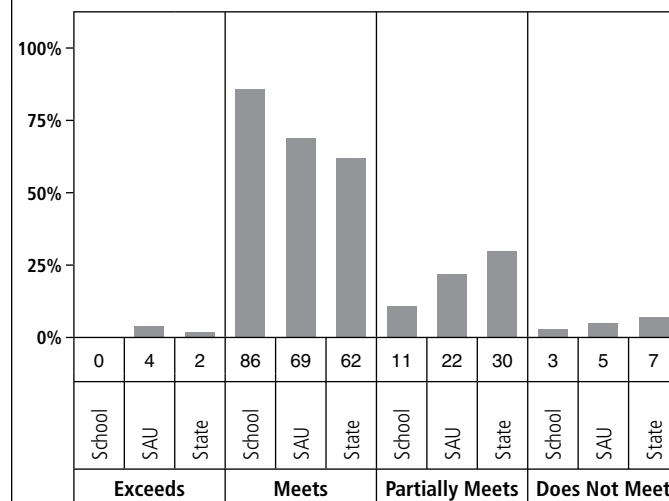
SAU: Bangor School Department

School: Fruit Street School

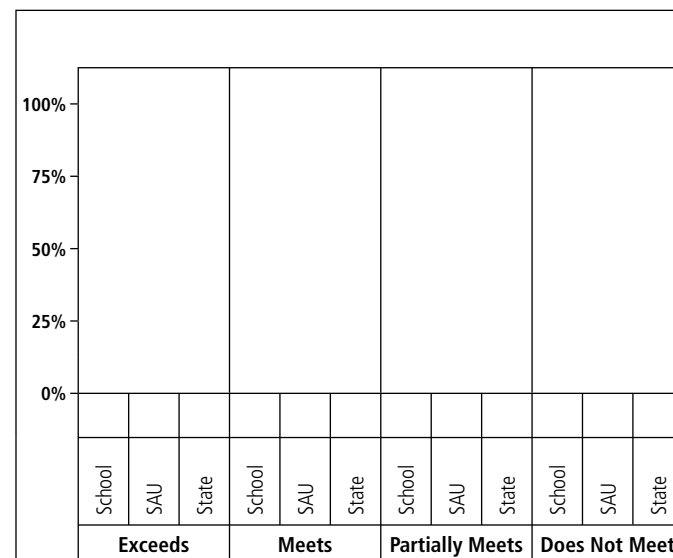
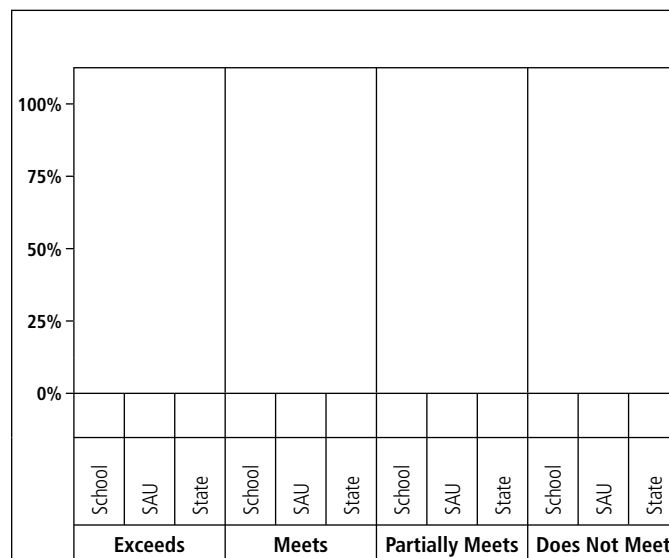
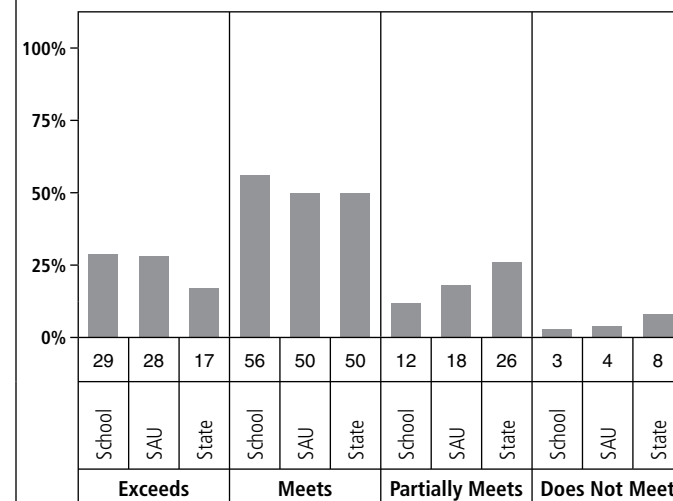
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	350	347	345
2006–2007	348	348	345
<b>2007–2008</b>	<b>349</b>	<b>347</b>	<b>344</b>
Cum. Avg. *	349	347	345
<b>Mathematics</b>			
2005–2006	352	350	344
2006–2007	352	351	347
<b>2007–2008</b>	<b>355</b>	<b>353</b>	<b>347</b>
Cum. Avg. *	353	351	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 3  
SAU: Bangor School Department  
School: Fruit Street School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	73	100	255	100	13803	100	73	100	254	100	13714	99	73	100	255	100	13710	99												
Ethnicity African American/Black	2	3	9	4	399	3	2	100	8	89	391	98	2	100	9	100	392	98												
American Indian or Native Alaskan	0	0	3	1	116	1	0	0	3	100	114	99	0	0	3	100	114	99												
Asian or Pacific Islander	1	1	4	2	210	2	1	100	4	100	205	98	1	100	4	100	206	98												
Hispanic	0	0	4	2	162	1	0	0	4	100	158	98	0	0	4	100	159	98												
Caucasian/White	70	96	235	92	12916	94	70	100	235	100	12846	100	70	100	235	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	8	11	46	18	2358	17	8	100	45	98	2333	99	8	100	46	100	2329	99												
Current LEP	1	1	4	2	371	3	1	100	4	100	357	96	1	100	4	100	361	98												
Economically disadvantaged	20	27	128	50	5584	40	20	100	127	99	5535	99	20	100	128	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	66	90	194	76	10650	77	68	93	202	79	10678	77												
Identified disability (PET/IEP)	4	6	8	4	475	4	4	6	8	4	479	4												
LEP	1	2	4	2	151	1	1	1	4	2	149	1												
504 plan	1	2	7	4	83	1	3	4	9	4	85	1												
<b>Participation with accommodations</b>	7	10	60	24	2936	21	5	7	53	21	2911	21												
Identified disability (PET/IEP)	4	57	37	62	1735	59	4	80	38	72	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	3	43	7	12	49	2	1	20	5	9	47	2												
Other	0	0	17	28	986	34	0	0	11	21	958	33												
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0												
<b>Non-participation – other</b>	0	0	1	0	80	1	0	0	0	0	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Bangor School Department  
School: Fruit Street School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	10	14	20	8	352	3
	2006-2007	9	11	22	9	332	2
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>4</b>	<b>227</b>	<b>2</b>
	Cum. Total*	19	8	53	7	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	55	74	172	70	8641	62
	2006-2007	46	58	156	65	8691	63
	<b>2007-2008</b>	<b>63</b>	<b>86</b>	<b>176</b>	<b>69</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	164	73	504	68	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	8	11	42	17	3671	27
	2006-2007	16	20	47	20	3781	27
	<b>2007-2008</b>	<b>8</b>	<b>11</b>	<b>55</b>	<b>22</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	32	14	144	19	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	1	1	13	5	1163	8
	2006-2007	8	10	16	7	1021	7
	<b>2007-2008</b>	<b>2</b>	<b>3</b>	<b>12</b>	<b>5</b>	<b>938</b>	<b>7</b>
	Cum. Total*	11	5	41	6	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	32.0	69.6	29.9	65.0	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	16.8	73.0	15.5	67.4	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	15.2	66.1	14.4	62.6	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Bangor School Department  
 School: Fruit Street School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	73	0	0	63	86	8	11	2	3	349	254	4	69	22	5	347	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	2										8	0	100	0	0	349	384	1	42	39	18	339
American Indian or Native Alaskan	0										3						113	2	50	42	5	343
Asian or Pacific Islander	1										4						203	1	60	31	8	344
Hispanic	0										4						158	1	52	36	11	342
Caucasian/White	70	0	0	60	86	8	11	2	3	349	235	4	68	23	5	347	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	3	38	3	38	2	25	339	45	0	29	51	20	338	2210	0	32	48	20	338
No	65	0	0	60	92	5	8	0	0	350	209	5	78	15	1	349	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	1										4						348	1	36	45	19	339
No	72	0	0	62	86	8	11	2	3	349	250	4	69	22	5	347	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	20	0	0	15	75	3	15	2	10	348	127	6	55	30	9	344	5450	1	49	39	11	341
No	53	0	0	48	91	5	9	0	0	349	127	3	83	13	0	350	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	73	0	0	63	86	8	11	2	3	349	254	4	69	22	5	347	13581	2	62	30	7	344
<b>Gender</b>																						
Female	33	0	0	29	88	3	9	1	3	349	118	7	69	20	3	348	6567	3	65	27	5	345
Male	40	0	0	34	85	5	13	1	3	349	136	2	69	23	6	346	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										15	0	60	40	0	343	2004	0	37	49	14	339
No	73	0	0	63	86	8	11	2	3	349	239	5	70	21	5	347	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										0						125	11	87	2	0	355
No	73	0	0	63	86	8	11	2	3	349	254	4	69	22	5	347	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: Bangor School Department

School: Fruit Street School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	1	100	0	0	0	0	346	5	0	58	17	25	339	6	0	43	39	18	340
B. less than one hour	81	0	0	51	86	6	10	2	3	349	80	4	74	19	3	348	79	2	65	28	5	345
C. one to two hours	16	0	0	10	83	2	17	0	0	350	12	13	57	27	3	349	12	2	60	31	7	344
D. more than two hours	1	0	0	1	100	0	0	0	0	354	4	0	44	33	22	340	3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	33	0	0	23	96	1	4	0	0	352	34	10	71	17	1	350	29	3	62	28	7	345
B. They match some of what I have learned.	51	0	0	32	86	4	11	1	3	348	43	2	74	19	6	347	48	2	67	27	4	345
C. They match just a little of what I have learned.	12	0	0	6	67	2	22	1	11	344	14	0	66	26	9	344	15	1	56	34	9	343
D. There is no match.	4	0	0	2	67	1	33	0	0	343	9	0	55	36	9	342	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	49	0	0	33	92	2	6	1	3	351	52	7	69	19	5	348	42	3	67	24	6	346
B. good	44	0	0	28	88	4	13	0	0	348	35	1	77	16	6	347	46	1	62	32	5	344
C. fair	7	0	0	2	40	2	40	1	20	338	12	3	53	40	3	343	10	0	48	42	10	341
D. poor	0										1	0	100	0	0	346	2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	10	0	0	5	71	2	29	0	0	344	18	2	55	36	7	343	22	1	48	38	12	341
B. about the same as my regular schoolwork	78	0	0	50	88	5	9	2	4	350	61	7	77	13	3	350	57	2	68	26	4	346
C. easier than my regular schoolwork	12	0	0	8	89	1	11	0	0	347	21	0	63	29	8	344	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	13	0	0	4	44	4	44	1	11	342	20	2	46	46	6	342	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	60	0	0	39	91	3	7	1	2	349	49	3	82	11	4	349	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	28	0	0	20	100	0	0	0	0	352	32	8	71	17	5	348	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	26	0	0	16	84	3	16	0	0	351	24	7	76	15	2	350	19	3	65	27	6	346
B. 20 minutes to an hour	51	0	0	35	95	2	5	0	0	351	41	4	78	16	2	349	47	2	68	25	5	346
C. less than 20 minutes	15	0	0	8	73	2	18	1	9	344	22	4	65	30	2	346	19	1	56	35	8	343
D. I rarely read at home.	8	0	0	4	67	1	17	1	17	342	14	3	46	31	20	341	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	23	0	0	11	65	4	24	2	12	345	28	0	68	26	6	344	28	1	56	33	9	343
B. six to ten pages	29	0	0	19	90	2	10	0	0	350	24	0	72	20	8	346	23	1	63	29	7	344
C. eleven or more pages	48	0	0	33	94	2	6	0	0	350	48	8	72	17	3	349	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	100	0	0	1	100	0	0	0	0	344	38	0	67	33	0	343						
B.	0										38	0	33	0	67	335						
C.	0										25	0	100	0	0	346						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Bangor School Department  
School: Fruit Street School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	16	21	49	20	1295	9
	2006-2007	19	24	56	23	1985	14
	<b>2007-2008</b>	<b>21</b>	<b>29</b>	<b>71</b>	<b>28</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	56	25	176	24	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	45	60	135	54	6852	49
	2006-2007	44	55	129	53	6990	51
	<b>2007-2008</b>	<b>41</b>	<b>56</b>	<b>128</b>	<b>50</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	130	57	392	53	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	12	16	46	19	4081	29
	2006-2007	12	15	40	17	3673	27
	<b>2007-2008</b>	<b>9</b>	<b>12</b>	<b>46</b>	<b>18</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	33	14	132	18	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	2	3	18	7	1638	12
	2006-2007	5	6	17	7	1193	9
	<b>2007-2008</b>	<b>2</b>	<b>3</b>	<b>10</b>	<b>4</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	9	4	45	6	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.8	72.0	10.3	68.7	9.2	61.3
Cluster 2: Shape and Size	14	29	11.1	79.3	10.5	75.0	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.7	74.0	3.5	70.0	3.2	64.0
Cluster 4: Patterns	14	29	10.0	71.4	9.9	70.7	9.0	64.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Bangor School Department  
 School: Fruit Street School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	73	21	29	41	56	9	12	2	3	355	255	28	50	18	4	353	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	2										9	22	56	0	22	350	390	10	30	32	28	337
American Indian or Native Alaskan	0										3						113	7	45	38	10	342
Asian or Pacific Islander	1										4						204	18	48	25	9	347
Hispanic	0										4						159	6	50	31	13	342
Caucasian/White	70	20	29	39	56	9	13	2	3	355	235	28	49	19	3	353	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	1	13	4	50	2	25	1	13	345	46	7	43	35	15	341	2208	6	35	37	21	338
No	65	20	31	37	57	7	11	1	2	357	209	33	52	14	1	355	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	1										4						357	8	29	37	26	336
No	72	21	29	40	56	9	13	2	3	355	251	28	49	18	4	353	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	20	6	30	9	45	3	15	2	10	354	128	18	51	23	8	349	5452	9	45	33	12	343
No	53	15	28	32	60	6	11	0	0	356	127	38	50	13	0	357	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	73	21	29	41	56	9	12	2	3	355	255	28	50	18	4	353	13584	17	50	26	8	347
<b>Gender</b>																						
Female	33	7	21	21	64	5	15	0	0	354	118	25	56	17	3	353	6565	15	49	27	8	347
Male	40	14	35	20	50	4	10	2	5	357	137	31	45	19	5	353	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										15	7	53	33	7	344	2004	5	39	41	15	339
No	73	21	29	41	56	9	12	2	3	355	240	29	50	17	4	353	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										0						125	70	30	0	0	366
No	73	21	29	41	56	9	12	2	3	355	255	28	50	18	4	353	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: Bangor School Department

School: Fruit Street School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	1	100	0	0	0	0	0	0	374	5	8	50	25	17	342	6	9	40	33	18	340
B. less than one hour	81	18	31	35	59	4	7	2	3	356	80	31	52	15	2	355	79	18	52	24	6	348
C. one to two hours	16	2	17	5	42	5	42	0	0	351	12	20	47	30	3	350	12	16	48	27	8	347
D. more than two hours	1	0	0	1	100	0	0	0	0	348	4	22	44	11	22	342	3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	49	10	28	22	61	3	8	1	3	356	52	35	48	15	2	356	37	22	50	22	6	350
B. They match some of what I have learned.	42	9	29	18	58	4	13	0	0	356	33	21	58	19	1	352	46	16	53	25	6	348
C. They match just a little of what I have learned.	3	1	50	0	0	1	50	0	0	360	9	27	41	27	5	350	12	9	44	36	11	342
D. There is no match.	5	1	25	1	25	1	25	1	25	349	6	7	53	13	27	341	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	52	13	37	19	54	2	6	1	3	359	50	36	46	15	3	355	39	25	48	20	7	350
B. good	45	6	20	17	57	6	20	1	3	352	41	26	52	18	4	353	46	14	52	27	7	347
C. fair	3	0	0	1	50	1	50	0	0	337	8	10	45	40	5	343	12	8	49	35	9	343
D. poor	0										1	0	100	0	0	353	3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	7	1	20	4	80	0	0	0	0	351	11	4	59	33	4	344	17	7	41	35	17	340
B. about the same as my regular schoolwork	63	15	33	26	57	5	11	0	0	357	57	29	54	17	1	354	59	18	53	24	5	349
C. easier than my regular schoolwork	30	5	23	11	50	4	18	2	9	352	33	35	44	12	9	354	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	23	3	19	9	56	4	25	0	0	350	33	24	48	23	5	351	32	13	47	30	10	345
B. two or three days a week	25	3	17	12	67	3	17	0	0	354	22	23	59	18	0	353	30	20	52	23	5	349
C. two or three times each month	20	6	43	7	50	1	7	0	0	360	19	38	47	13	2	357	19	20	53	21	6	350
D. never or almost never	32	9	39	12	52	1	4	1	4	358	26	31	52	13	5	354	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	5	0	0	2	50	2	50	0	0	344	4	0	40	50	10	342	7	5	34	40	20	338
B. two or three days a week	8	1	17	4	67	1	17	0	0	355	6	13	60	20	7	350	18	15	50	27	8	346
C. two or three times each month	29	10	48	6	29	4	19	1	5	357	19	46	35	15	4	358	28	21	53	21	4	350
D. never or almost never	58	10	24	29	69	2	5	1	2	356	71	27	56	15	3	353	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	21	2	13	11	73	1	7	1	7	352	19	11	53	28	9	346	16	8	42	36	13	342
B. 30–45 minutes	42	11	37	14	47	4	13	1	3	356	32	26	54	16	4	353	30	14	53	26	7	347
C. 45–60 minutes	15	3	27	7	64	1	9	0	0	357	27	36	52	11	2	356	32	22	51	22	5	350
D. more than 60 minutes	22	5	31	8	50	3	19	0	0	356	22	38	43	18	2	356	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	0	0	1	100	322	38	0	33	33	33	338						
B.	0										38	0	67	33	0	345						
C.	0										25	0	100	0	0	351						
D.	0										0											

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N = Number